

WRITING

	CREDIT	GENERAL	FOUNDATION			
	The work displays some distinction in ideas, construction and language. This is shown by a detailed attention to the purposes of the writing task; by qualities such as knowledge, insight, imagination; and by development that is sustained. Vocabulary, paragraphing and sentence construction are accurate and varied.	The work shows a general awareness of the purposes of the writing task. It has a number of appropriate ideas and evidence of structure. Vocabulary is on the whole accurate, but lacks variety.	The work shows a few signs of appropriateness and commitment to the purposes of the writing task.			
AS THE TASK REQUIRES, THE CANDIDATE CAN	convey information, selecting and highlighting what is most significant;	convey information in some kind of sequence;	convey simple information;			
	marshal ideas and evidence in support of an argument; these ideas have depth and some complexity; he/she is capable of objectivity, generalisation and evaluation;	order and present ideas and opinions with an attempt at reasoning;	present ideas and opinions in concrete personal terms;			
	give a succinct account of a personal experience: the writing has insight and self-awareness;	give a reasonably clear account of a personal experience with some sense of involvement;	convey the gist of a personal experience;			
	express personal feelings and reactions sensitively;	express personal feelings and reactions with some attempt to go beyond bald statement;	make a bald statement of personal feelings or reactions;			
	display some skill in using the conventions of a chosen literary form, and in manipulating language to achieve particular effects.	use some of the more obvious conventions of a chosen literary form, and occasionally use language to achieve particular effects.	display a rudimentary awareness of the more obvious conventions of a chosen literary form, and occasionally attempt to use language to achieve particular effects.			
A combination of these qualities may be called for by any one writing task.						
INTELLIGIBILITY AND CORRECTNESS	Writing which the candidate submits as finished work communicates meaning clearly at a first reading. Sentence construction is accurate and formal errors will not be significant.	Writing which the candidate submits as finished work communicates meaning at first reading. There are some lapses in punctuation, spelling and sentence construction.	Writing which the candidate submits as finished work communicates meaning largely at first reading; however, some further reading is necessary because of obtrusive formal errors and/or structural weaknesses, including inaccurate sentence construction and poor vocabulary.			
LENGTH	When it is appropriate to do so, the candidate can sustain the quality of writing at some length. Pieces of extended writing submitted in the folio of course-work should not normally exceed 800 words in length. The overriding consideration is, however, that the length should be appropriate to the purposes of the writing task.	Length is appropriate to the purposes of the writing task.	100 words is to be taken as a rough guide to the minimum length expected for each finished piece of work, but the overriding consideration should be that the length is appropriate to the purposes of the writing task.			
	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6
	The finished communication is not only clear; it is also stylish. Attention to purpose is not only detailed; it is also sensitive. Writing shows overall distinction in ideas, construction and language. Vocabulary is apt and extensive, and paragraphing and sentence construction are skilful. In these respects performance transcends the level of accuracy and variety acceptable at grade 2.	Evidence of one or more of the qualities of distinction in ideas, construction or language is present but these qualities are less well sustained and/or combined than at grade 1. In the main, writing is substantial, accurate and relevant, but it lacks the insight, economy and style which characterise achievement at grade 1.	Writing is characterised by overall adequacy of communication. It conveys its meaning clearly and sentence construction and paragraphing are on the whole accurate. There is a reasonably sustained attention to purpose, and structure shows some coherence. Where appropriate there is a measure of generalisation and objectivity in reasoning.	Writing approaches the qualities of adequacy required for grade 3 but is clearly seen to be impaired in one of the following ways: there are significant inaccuracies in sentence construction, or the work is thin in appropriate ideas, or the work is weak in structure.	Writing rises a little above basic intelligibility and rudimentary attention to purpose. Formal errors and weaknesses are obtrusive but not as numerous as at grade 6. Attention to the purposes of the writing task is weak but the quality of the writer's ideas is perceptibly stronger than at grade 6.	Writing contains many formal errors and structural weaknesses but they do not overall have the effect of baffling the reader. The conveying of simple information is marked by obscurities and extraneous detail, and the presentation of ideas, opinions and personal experience is somewhat rambling and disjointed.